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THE MUSKET

Lexington High School's Student-run Newspaper — since 1969

Volume LII — Issue IV — June 2010

Smoker's corner littering ignites flurry of opinion

By Katherine Mirani
News Editor

In a recent Student Senate Forum, members of the Senate's communications committee met to discuss issues regarding what is commonly known as the smoking corner, a stretch of sidewalk across the street from the foreign language building where students congregate and often smoke during free periods.

While none of these students attended the forum, committee members discussed the Senate's future plans for the corner. Senators were considering putting a trash can at the corner, and may also attempt to move the smoking corner farther down the street, though this has not been confirmed.

One of the main issues with the smoking corner, according to Senate faculty advisor Lindsay Torres, has been garbage. Cigarette butts, plastic bottles, and papers litter the corner. One student hanging out on the corner supported the Senate's proposal to clean up the area, saying, "They should definitely put a trash can out here. There used to be one, and now there's all this [expletive deleted]."

A trash can has now been placed on the smoking corner, helping to eliminate some of the waste.

Mr. Charles Caliri, dean of the foreign language building, is working especially hard on the issue due to his building's proximity to the smoking corner. "The corner has always been an eyesore on campus. We get a lot of calls from parents … it doesn't help with the beautifying [of school grounds]."

Staff photo by Katherine Mirani

Trash litters the "smoking corner" just off of LHS's campus. A trash can recently placed in the area hopes to curb the amount of rubbish people are simply throwing on the ground.

Dealing with the smoking corner is a difficult issue, involving such concerns as enabling. If a trash can is placed at the corner, "then you're kind of inviting people to be out there," says Dean Caliri. Also, administrators want students to continue to attend class, which they might not do if they are unable to smoke at school. However, underclassmen do not have open campus privileges, and therefore should not be off campus at any time. What is more, smoking as a minor is against the law and can entail more serious consequences than suspension from school.

One student who spends time on the corner expressed unhappiness with the school's position on

CORNER cont. on PAGE 6

Honors history gets the axe for next year's sophomores

By Abby Heingartner
Layout Coordinator

LHS will no longer offer Honors World History starting next year, meaning all sophomores will be placed in either Level 1 or AP World History.

"The school system is trying to move away from tracking," explained social studies department head Mr. Robert Collins. The decision to omit the Honors level for sophomores follows last year's elimination of Honors U.S. History for juniors. "We're looking at the big picture," said Collins, "and whether or not we need all these levels."

The history department has determined that, in fact, "all these levels" are not necessary.

"Curriculum-wise there wasn't a huge difference [between Honors and Level 1]. One of the big differences was the Honors research project, but next year we're going to have all kids do research," Collins elaborated. "We're hopefully going to raise expectations [of Level 1 students.]"

Naturally, some of the students who would have been placed in Honors will instead move on to AP, and others will go to Level 1. While this means that classes will contain a wider variety of skill levels, the history department believes that such variety is advantageous to students' learning.

"With fewer levels, the students who are more driven

HISTORY cont. on PAGE 2

LHS successfully hosts first Model UN Conference

By Jonah Bader
Copy Editor

On Saturday April 10th, the great world powers convened at Lexington High School. Students from around the Greater Boston Area joined Lexington High School's Model United Nations club for a conference that simulated the real actions taken by the United Nations each day.

The Lexington Model United Nations Conference marked the first time the Lexington Model UN club has hosted any event at the high school, and the club's president, Seongcheol Kim, was pleased with the results.

"At the end of the day, our staff agreed that the conference had gone very well," said Kim, "considering that this was the first-ever Model UN conference hosted by LHS and in view of our severely limited personnel and material resources and timeframe."

In total, 19 delegates attended the conference. According to Kim, "the participating schools were Belmont (6 delegates), Burlington (4), Newton South (4), Xaverian Brothers (2), and, of course, Lexington (3 delegates plus 7 staff members)." Despite the small number of delegates, the club is proud that it was able to host a successful conference with very few staff members. Kim and Orr-El Weizman were the co-secretary generals of the entire conference. Together, they performed "organizational aspects, from room arrangements to communication with participating schools." Due to the small number of participants from LHS, Kim and Weizman acted as committee chair and crisis director as well.

The process of recruiting schools was rigorous. As president of the club and co-secretary general of the entire conference, Kim was responsible for "contacting high schools in the area to solicit interest from them, and once [he] had a workable pool of participating schools, [he] had to maintain constant contact with all of them, sending them position assignments and logistical info, answering their questions, and putting together rosters."

Typical Model UN Conferences function with multiple conferences or commissions occurring simultaneously. Both Weizman and Kim had the important duty of sending the topics to be discussed to each school. In preparation for the conference, each student is assigned a specific country or region, and is required to do research on the country's for-

MODEL UN cont. on PAGE 2

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MODEL UN cont. from **PAGE 1**

eign policy and stance on certain specific issues. At the Lexington Model UN Conference there were three conferences of the European Parliament, the European Commission and the Israeli Cabinet. According to Kim, "The European Parliament, which I chaired, had some procedural formalities, in keeping with real-world dynamics; it was organized around political groupings, with some of the initial speaking time reserved for group leaders before the discussion lapsed into moderated debate. The other two committees, the European Commission and the Israeli Cabinet, took on a more informal, Cabinet-style dynamic, in accordance with their small size and executive nature."

Although small this year, Kim hopes that the tradition of hosting a Model United Nations Conference will continue due to the fact that many of the underclassmen within the group played a large role in running or participating in the event. He feels that "they have gained some valuable exposure that they may put to use in future years."

HISTORY cont. from **PAGE 1**

or motivated and have more previous knowledge of the content would be able to work alongside students who have less drive or content knowledge," said Ms. Lindsay Torres, who teaches Honors World History this year. "The educational experience for both groups is enriched, because there's more diversity in the class, and there's a more community environment."

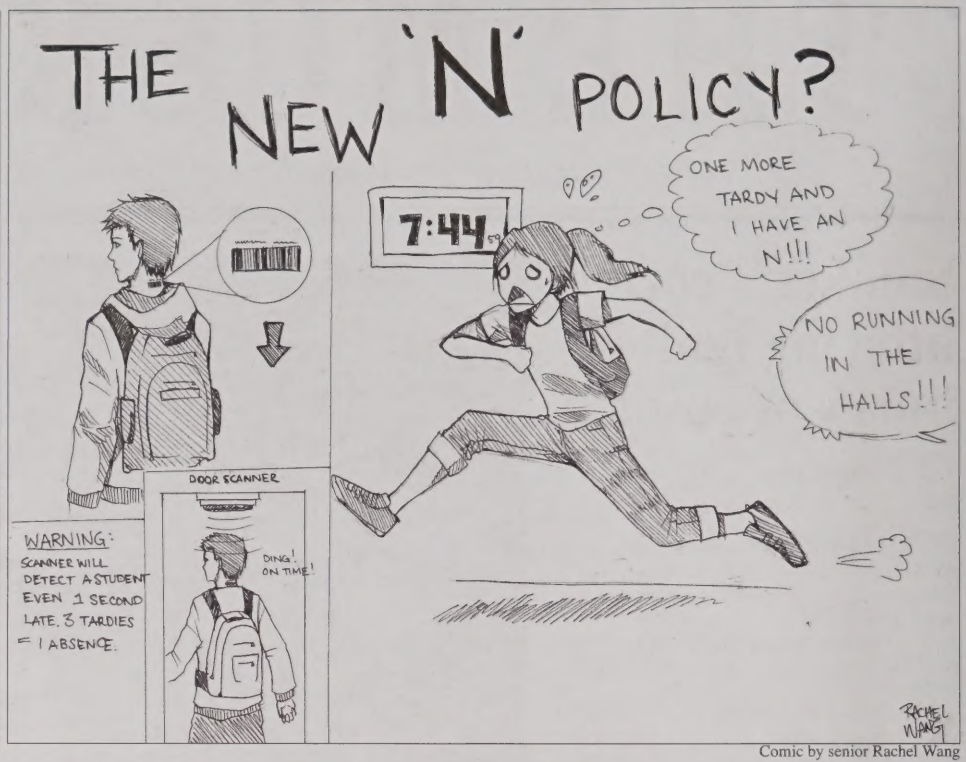
Some students, however, have voiced concerns about the cut. Katherine Mirani, a junior who took Honors World History last year, feels that it is an important intermediate option between Level 1 and AP. "For kids that want a more challenging course but don't want the added stress of the AP test and the extremely fast pace of the AP class, Honors is really good," she said. "I think the lack of middle ground is a huge problem at LHS." Mirani also noted that more people take AP when Honors is taken away, "even if they don't want a class of that intensity."

Sophomore Betsy Day expressed similar feelings. "If people have the ability to be in Honors, they'll be bored in their regular history class," she said.

While recognizing these worries, Torres expressed the idea that Level 1 students who might have opted for Honors if given the choice can still seek out ways to challenge themselves. "If the goal is an enriching class experience, I don't think it has to have an 'Honors' designation."

Collins echoed this sentiment, saying "the idea is not about students dropping down, but about raising the bar for everyone."

Please remember to pass your issue of *The Musket* on to someone else ... or recycle it once you are done. Thank you.


THE NEW 'N' POLICY?
7:44
ONE MORE TARDY AND I HAVE AN N!!!
NO RUNNING IN THE HALLS!!!
DOOR SCANNER
WARNING: SCANNER WILL DETECT A STUDENT EVEN 1 SECOND LATE. 3 TARDIES = 1 ABSENCE.
DING! ON TIME!
RACHEL WANG

Comic by senior Rachel Wang

Content filter both disheartening & foreboding

By Caiti Zeytoonian
Op/Ed Editor

"This search has been blocked." These are the dreaded words that we've all seen before. Imagine: it's second lunch, the library is crowded, and you've managed to snag a coveted computer. There you are, working diligently on your project or homework or study guide, hoping to finish before the bell. As you type your topic of choice into the search engine, you eagerly anticipate loads of information that will guide you to the completion of your task. Instead, your search is blocked. But why? What could be so inappropriate about your homework? Is your project really infested with vulgarity and shame? Both of these situations are highly unlikely. Chances are, you've just become a victim of LHS's content filter.

Repeated e-mails and phone messages in conjunction with this article to Mr. Thomas Plati, Lexington Public Schools Director of Educational Technology and Assessment, were not returned.

The content filter seems to be a useless commodity. Not only does the filter block topics that are clearly appropriate, it actually fails to block those subjects that are actually indecent. Still not convinced? "Julius Caesar," "Youtube.com," and "Rear Window" were all blocked and categorized under "Weapons." Charles Dickens' famous novel "Great Expectations" and the term "Prom" were blocked for "Pornography," and "Russian Revolution and Communism" was blocked for "Hate."

Oddly enough, however, the term "porn" floated through the eyes of the content filter with ease. More academic subjects that have been blocked include "Death of A Salesman Vocabulary List" and "Judaism Babylonian Captivity." And lucky for all of us students here at LHS, there are many more harmless terms just waiting to be blocked by our faulty filter.

The intended purpose of the filter is to monitor students' use of the library computers. But at a school like LHS, are machines really needed to monitor our student body? The faculty spends a majority of their time focused on us, anyway. The librarians watch and scrutinize our every move. Would it be such a hassle for them to monitor our computer use as well? And everyone knows that as soon as we exit the library, we are being monitored by the cameras that surround us daily. This content filter just adds to the suffocation of the student body.

Slowly but surely, we are losing sight of the trust that once existed between the student body and staff. And for those faculty members who wonder why we are so apathetic about learning? Don't look to technological advances or generational issues for an answer. Rather, look to the perpetually tightening leash that has been wrapped around our necks in the form of cell phone bans, camera surveillance, and of course the new content filter. We were once told that the sky was the limit; this is no longer the case. Our limits have been "blocked."

THE MUSKET

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THE MUSKET

Senior destinations

Myles Adley	Rensselaer Polytechnic Institute (RPI)
Raeshib Aggerwhil	Gap year
Shani Aharon	Brandeis University
Noha Ahmed	Tufts University
Zachary Alfonse	Worcester Polytechnic Institute (WPI)
Charlotte Ames	Bard College
Candice Andfield	Clark University
Mikhail Andreev	Boston University
Starling Anthony	Fisher College/Communications
Gene Arciprete	Brandeis University
Tamar Aroyan	Quinnipiac University
Malvika Arya	Tufts University
Valerie Avallone	University of Rhode Island
Mariana Avila Loreto	Universidad Central de Venezuela
Shruthi Balasuryan	Boston College
Colin Barker	Boston University
Caroline Bartlett	Bowdoin College
Matthew Bathon	St. Joseph's University
Brandon Battite	UMass Lowell
Daishawn Beaumont	Undecided
Joulia Belkova	Simmons College
Arielle Bennatan	McGill University
Lily Berger	Tufts University
Magdalena Bermudez	Hampshire College
John Bernstein	University of Rochester
John Berryman	American University
Daniel Biedrzycki	Flight school
Rachel Blake	Washington University in St. Louis
Kurtis Blettner	Syracuse University
Jennifer Bobrow	Northeastern University
Grace Bongiovi	Art Institute of Boston
Sarah Borjas	Bryn Mawr College
Timothy Borjas	University of Pennsylvania
Joshua Brackett	Drexel University
Jacob Bragen	Gap year, then Warren Wilson College
Camille Briskin	University of Vermont
Emmy Brosnan	Vassar College
Sally Brown	Tulane University
Kristen Buckley	Westfield State College
Debra Bush	Undecided
Robert Caloggero	Gap year
Lucie Camp	Gap year
Selene Campion	Smith College
Jacob Canton	Rhode Island School of Design
Jillian Carlson	UMass Lowell
Erin Casey	Westfield State College
Ryan Chan	New York University/Business
Ellen Chang	University of Pennsylvania
In Young Chang	University of New England
Michael Chang	Boston University
Yehna Chang	Harvard University
Baylee Charbit	Gap year, university in Scotland
Galen Chen	Boston University
Matthew Cheng	Emory University
Sihui (Cassie) Chew	University of Pittsburgh
Ian Childress	Cornell University
Noah Chirico	Gap year
Allen Chiu	UMass Amherst
Joseph Cho	Boston University
Kevin Choi	Emerson College
Mark Chonofsky	Clare College of Cambridge Univ. (UK)
Jennifer Chuang	George Washington University
Lance Claflin	Allegheny College
Dean Coen	UMass Lowell
Jennie Collins	University of Maine
Zoe Colman	Bryn Mawr College
Devlin Cooper	University of Vermont
James Corcoran	University of Southern California
Andrew Crocker	Boston College
Allyson Crooke	Northeastern University
Nathan Cross	Gap year, then undecided
Gregory Cuoco	Bryant University
Jonathan Current	Middlesex Community College, then UMass Boston
Elaini Daigle	Worcester State College
Robert Darabant	Bryant University
Nicholas Dasilva	UMass Lowell
Sujata Datta	Boston University
Kyle Davies	Franklin and Marshall College
Kathryn DeSimone	New York University
Shomitro Dey	University of Vermont
Hiba Dhanani	Haverford College
Lindsey Diaz-Macinnis	High Point University
Alicia Difronzo	University of South Carolina
Christina Dimos	Undecided
Julie Doherty	Tufts University
Edward Domings	Wentworth Institute of Technology
Julia Donahue	Roger Williams University/Architecture
Stephen (Mike) Dooley	Massachusetts Maritime Academy
Sarah Dorfmann	University of California, Berkeley
Kristian Driscoll	Westfield State College
Lora Dunn-Hardy	Hofstra University
Sophia Durant	Oberlin College
Emily Edgerly	Gap year (travel), then Bates College
Matthew Elyanow	Carnegie Mellon University
Rebecca Elyanow	Carnegie Mellon University
Brielle Ervin	Oberlin College
Samuel Estabrooks	UMass Amherst
Michael Exter	University of Chicago
Kevin Eykholt	UMass Amherst
Spencer Fabricant	McGill University
Mackenzie Farrell	Southern Methodist University
Lucia Ferguson	Smith College
David Fink	Emory University
Thomas Finneran	UMass Amherst
Ailish Fitzgerald	Univeristy of New Hampshire
Eliza Marie Florendo	Emerson College
Jessica Fonseca-Moreira	Tulane University
John Foster	Northwestern University
Matthew Fox	University of Connecticut
Karen Freeberg	UMass Amherst
Patrick Fusunyan	McGill University
Emily Gallagher	Colby-Sawyer College -- Nursing
Alice Galvin	University of Vermont
Kenneth Garfield	Work & Middlesex Community College
Stephanie Garland	Smith College
Alexander Gaskell	Queen's University (Ontario)
Jeffrey George	Boston University
Cameron Ghorbani	Dartmouth College
Michael Goddard	George Washington University
Dylan Goldberg	Ithaca College
Rachel Goldberg	University of Pennsylvania
Samuel Goldie	Bard College
Gabriela Goszczynska	Connecticut College
Benjamin Goulet	University of Rochester
James Greene	North Georgia College
Scott Greer	Hofstra University
Maxime Greppi	Concordia University (Canada)
Adam Grollman	Ithaca College
Steven Gross	UMass Amherst
Spencer Gurley-Green	University of Rochester
Celine Hacobian	Brandeis University
Sabeel Hakim	Massachusetts Institute of Technology
Husayn Halani	Brock University (Ontario)
Michelle Han	Cornell University
Ian Hankin	Oberlin College
Zora Haque	Clark University
Olivia Hatton	Fairfield University
Patrick Haverty	University of Rhode Island
Alicia Hehir	American University
Christian Heinrich	Rochester Institute of Technology
Shannon Hennigar	Florida International University
Andrew Herrera	Amherst College
Sebastian Herrera	Amherst College
Andrew Herring	Cornell University
Alais Hewes	Cornell University
Melanie Higgins	King's College (Nova Scotia)
Shoshana Hitchcock	Univeristy of Vermont
Danielle Holman	Framingham State College
Aaron Holtzclaw	Howard University
Kyunghwa Hong	Undecided
Brent Horowitz	Lafayette College
Olivia Howry	Westfield State College: Aviation Business Management
Yu-Ting Hsiao	Northwestern University
Austin Hsieh	Tufts University
David Huang	University of Illinois at Urbana-Champaign
Mattias Huebner	Babson College
Rachel Iba	Oberlin Conservatory
Tasneem Islam	Rice University
Ryan Isnor	Middlesex Community College: Fire protection and safety
Alexa Jabbour	Mt. Ida College
Samantha Jacob	Simmons College
Kyung Hwan Jeon	New York University
Thomas Jeon	Gap year, then UNH
Sojeong Lucy Jeong	Mass. College of Pharmacy and Health Sciences
Rosalie Jiang	Boston University
Garrett Johnson	Bates College
Kira Jorgensen	University of St. Andrews (Scotland)
Brittney Joyce	University of Pennsylvania
Rachel Kam	College, undecided
Misha Kanai	UMass Amherst
Amrit Kanesa-Thasan	UMass Amherst
Anita Kao	Brandeis University
Rayya Karaa	College, undecided
Mia Karnofsky	Macalester College
Nora Kelly	Salve Regina University
Alyssa Kendall	Elon University
Beejul Khatri	Northeastern University
Erin Kim	Princeton University
Esther Kim	Boston University
Kristine Kim	Massachusetts Institute of Technology
Seongcheol Kim	Princeton University
Yea Chan Kim	University of Connecticut
Kevin Kishpaugh	George Washington University
Nancy Kole	Miami University (Ohio)
Isaac Kornstein	Virginia Tech
Matthew Koser	Norwich University: Computer Security, Marine Corps ROTC
Monica Kothari	Emory University
Stephanie Kukolich	Boston University
William Kung	Purdue University
Sheetal Laad	Carnegie Mellon University
Dickson Lau	Boston University
Jeffrey Lau	Carnegie Mellon University
Briana Lee	University of Michigan, Ann Arbor
Deborah Lee	UMass Amherst
Jaeyoon Lee	Brown University
Sean Lee	University of Toronto
Edward Lehman	University of Vermont
Micaela Leone	Clark University
David A. Levin	Undecided
David M. Levin	University of Maine
Stewart Levine	Wentworth Institute of Technology
Lena Leyasmeyer	University of Southern Maine
Esther Li	Pratt Institute
Di Lin	UMass Amherst
Jeffrey Lin	Washington University in St. Louis
Michael Lin	University of Pennsylvania
Diana Liu	Vanderbilt University
Lisa Liu	Massachusetts Institute of Technology
Theodore Liu	Georgia Institute of Technology
Alexander Lockwood	Williams College
Emily Lopes	Bryant University
Eve Lowen	Drexel University
Alexander Lukez	University of Rochester
Genesis Lung	California Institute of Technology
Katarina Lutz	Quinnipiac University
Kyle Ma	Northeastern University
Caleb MacKenzie-Margulies	Hampshire College
Phillip Macklis	Northeastern University
Rachel Macneil	Lesley University
Mika Maeda	Wellesley College
David Maestri	Colby-Sawyer College
Melissa Mak	Carnegie Mellon University
Steven Malis	Worcester Polytech
Phillip Marty	Arizona State University
Mohammad Matin Nejad	Massachusetts College of Pharmacy and Health Sciences
Morgan Mcculloch	Gap year to attend Empire Beauty School, then Adelphi University
Mark Mccullough Jr	UMass Dartmouth
Matthew Mcelhatton	Mt. Ida College
Thomas Mckenna	Eastern Connecticut State University
William Mcneil	Gap year, then Tufts University

GRADS cont. on **PAGE 4**

The Musket is proud to present "Senior Destinations," our annual compilation of the various plans for the graduating Class of 2010. This information has been submitted by students voluntarily to *The Musket* and has no relation to any information being gathered by the Guidance Department or Registrar. This list may not be reproduced without written permission.

GRADS cont. from **PAGE 3**

Samantha Meadows	Univ. of Southern New Hampshire
Yvonne Medina	Bryn Mawr College
Kunal Mehta	Hofstra University
Nihaal Mehta	Brown University/PLME
Adam Meyers	Emory University
Kelly Miao	Brandeis University
David Miller	Roger Williams University
Maja Milosavljevic	Smith College
Jordan Mizerak	Massachusetts Institute of Technology
Anne Mok	Boston College
Sydney Moran	George Washington University
Thomas Moriarty	Massachusetts Institute of Technology
Jeremy Moss	University of Michigan, Ann Arbor
James Moxon	University of Durham (UK)
Egan Muir	Washington University in St. Louis
Meaghan Murphy	High Point University
Lydia Nabanoba	Gap year: Hawaii, then work
Nikita Nadkarni	Columbia University
Kathryn Needham	Gettysburg College
Kaitlyn Nezuh	Quinnipiac University
Rachel Nigro	New York University
Catherine Noveck	Southern Methodist University
Kathleen O'Connor	University of Pittsburgh
Sa Rang (Jenny) Oh	Ithaca College
Megan O'Neil	Gap year, then University of Maine, Farmington
Johnie Orchanian	UMass Boston/Mechanical Engineering
Piya Paintal	American University
Julian Palk	Florida Gulf Coast University
Alice Pandraud	University of Maryland, College Park
Alexandra Papatsoris	Nursing at Simmons College
Sung Min (Joanna) Park	Gordon College
Katrina Pastore	Bard College
Taylor Patch	Boston College
Marissa Pavio	Simmons College
Allison Pawlowski	University of Maryland
Zoe Pedulla	American University of Rome; then school in the U.S.
Denisha Pena	Bryant University
Cameron Perry	Northeastern University
Kevin Phat	McGill University
Gray Pieri	Virginia Tech School of Architecture
Ilana Pinkus	McGill University
Rachel Plevinsky	Skidmore College
Max Pourshadi	Undecided
Alexander Powers	Bowdoin College
Jacob Pratt	Northeastern University
Matthew Pronchick	Queens College
Kathryn Purvis	Boston University
Erin Puschak	Sacred Heart University
Balaj Rai	UMass Amherst
Aashik Rao	Columbia University
Natalya Raphael	McGill University
Noah Resnick	George Washington University
Erin Reynolds	University of Wisconsin, Madison
Justin Reynolds	Harvard University
Helen Rich	Oberlin College
Nina Riley	Providence College
David Rix	Gap year (travel to Australia) then military service
Avital Robbins	American University
Rachel Robichaud	Suffolk University
Laurel Rodman	Syracuse University
Tai Rodrig	Travel
Sam Rookard	Virginia Tech
Annemarie Rosa	Stonehill College
Hannah Rosen	Northeastern University
Hannah Rosenberg	University of Pittsburgh
Shir Rozenblat	Colgate University
Ian Andrew Rubijono-Bond	Massachusetts College of Liberal Arts
Benjamin Ruesch	Gap year, then undecided
Alexander Ruocco	Middlebury College
Shereen Salem	University of Arizona
Nedda Sanayei	Tufts University
Samuel Sandeen	Rensselaer Institute of Technology
Ayanangsha Sanyal	Brandeis University
Peter Saudek	Gap year, then University of Vermont
Keren Schatz	Work
Alex Scherzer	University of Rochester
Brendan Schneiderman	Pomona College
Allyson Schreiber	Ohio State University
Serena Seferian	Westfield State College
Connor Seitchik	Gap year (service abroad) then McDaniel College
Dominique Serio	UMass Amherst
Taha Shafa	Drexel University
Victoria Shaw	UMass Amherst
Katherine Sheena	Ithaca College
Hannah Shin	Cornell University
Elizabeth Shum	McGill University
Stephanie Silva	Gap semester, then Washington University in St. Louis
Benjamin Silver	Occidental College
Maya Silver	Johns Hopkins University
James Simmons	Endicott College
Nicholas Singer	Columbia University
Alexandra Smith	Wheaton College
Holly Smith	UMass Dartmouth
Shakira Smith	Framingham State College
Marcy Solomon	University of Vermont
Abby Spatz	Cornell University, College of Human Ecology
Charles Speer	University of Notre Dame
Emma Spero	Tufts University
Zoe Stephens-North	University of Hartford/Musical Theatre
Hilary Stevenson	Elon University
Marisa Stone	Curry College
Rachel Stone	Case Western Reserve University
Kelly Stratford	UMass Amherst
Jessye Strohmeyer	Boston College
Katarina Svenson	Champlain College
James Swanson	New York University
Natalia Swartz	Tulane University
Ehsan Syed	Roger Williams University
Nathan Tarrh	Tufts Unversity
Melissa Teng	Rice University
Arjun Thomke	Colby College
Lukas Thorburn	UMass Amherst: Commonwealth College
Jenna Tobey	Northeastern University
Jane Tomic	Saint Louis University
Elsa-Lucia Torres	Westfield State College
Alexandra Tsitsiklis	McGill University
Melina Tsitsiklis	Massachusetts Institute of Technology
Nicole Turk	Gordon College
Phoebe Tzannes	Vassar College
Rebecca Ukaegbu	UMass Amherst
Welkin Uttaro	University of Illinois
Vincent Van Mierlo	Carnegie Mellon University
Thea Vanderschmidt	Bard College
Amelia Varteresian	UConn (Honors College)
Stephanie Voss	Northwestern University
Andrew Walsh	Harvard University
Jessica Wan	Boston College
Hao Wang	UMass Amherst
Rachel Wang	Ohio State University
Rumay Wang	Bentley College
Caroline Wass	Washington and Lee University
Holland Watson	Mount Holyoke College
Michael Watterson	Rensselaer Polytechnic Institute
Jeremy Weiser	Cornell University
Sonia Weiser	New York University
Liran Weizman	Yeshiva University
Orr El Weizman	Gap year, then Yeshiva University
Emily Wendel	Middlesex Community College
Matthew Wentzell	Salem State College
Elizabeth White	The Juilliard School
Rachel White	Bridgewater State College
Emily Wiederhold	UMass Amherst
Kyleigh Williams	Dartmouth College
Sarah Winters	Marymount Manhattan College
Mark Woit	Emerson College -- Film
Julie Wolfman	University of Vermont
Dennis Wong	Babson College
Craig Wood	Vanderbilt University
Michael Woodbury	Boston College
Shakiyla Woods	UMass Dartmouth
Samantha Woodward	Brown University
Jeffrey Wu	Brown University
Mengyu Wu	Wellesley College
Irisa Xiong	Parsons School of Art
Carla Yengo-Kahn	Oberlin College
Erika Yi Ying Yiu	Syracuse University
Soo Hee Yoon	Bates College
Elise Yost	American University
Andrew Zack	College of William and Mary
Adrienne Zahka	Drexel University
Alyssa Zahka	Marist College
Caitlin Zeytoonian	Saint Michael's College
Cong (Hardy) Zhang	Washington University in St. Louis
James Zhang	Brown University
Oliver Zornoza	University of Connecticut
Alexandra Zouranjian	University of Connecticut

Information about the following students could not be obtained:

Morgan Allen
Jennifer Chisholm
Spencer Clark
Natalie Colbert
Peter Colombo
James Cooke
Christopher Coughlin
Andrew Cruz
Keith Cudmore
Andrea Domings
Olivia Feehan
Cameron Flores-Hurlbert
Patrick Ford
Alexandria French
Micaela Godfrey
James Gorry
Elaina Hancock
Jamie Hui
Omar Hussoin
Sunjeong Im
Michael Jones
Raheem Joseph-Hercule
Andrew Kim
Ariane Levenson
Kyle Lewis
Alfred Lockett III
John Londono
Michael Mackley
Armani Mallory
Adelaide Mathews
Nicole Mcdonnell
Connor Meaney
Andrea Miranda
Richard Neal
Jacqueline Pounder
Dharsan Ranjit
Kiana Robinson
Kelly Roche
Marvin Santer
Ariane Siegel
Darrian Smallwood-Moore
Robert Stocki
Robert Tarlow
Candace Tiano
Cathleen Tocci
Amanda Vanallen
Adam Weinreb
Kali Yomota-Kurland
Jong Hyun Yoon

From *The Musket*:
Congratulations to this year's class of graduating seniors.

"The wisest mind has something yet to learn."
-George Santayana, (Spanish-American philosopher and essayist)

An inside look at the lore, stress of the "college process"

By Zoe Wood
News Editor

The vast majority of Lexington High School graduates go to college after high school. This means that hundreds of students at LHS go through the same basic process every year – a process that involves writing essays, scheduling interviews, and waiting with baited breath for a letter bringing news of acceptance – or rejection.

What is widely referred to as the "college process" brings copious amounts of stress to the lives of hundreds of students at Lexington High School. Much of this anxiety comes from "getting into a specific school," says Lexington High School guidance counselor Alison Bennett. Ms. Bennett also mentioned that students this year and students of last year seem much less anxious than students of years previous. This comes, she believes, from having more realistic expectations of where they can get in.

Parents, too, says Ms. Bennett, have more realistic expectations for their children now than ever before. More and more, she sees that parents just want their children to be happy instead of stressed out over getting into fiercely competitive schools. The guidance department "tries to calm parents' fears," says Ms. Bennett.

These more realistic expectations can be accredited in part to a computer program called Naviance. "Naviance allows students to see where they match up compared to other Lexington High School students," says Ms. Bennett. She adds that she believes it to be a very useful program. It takes into account GPA, and standardized test scores. Based on these numbers, Naviance matches students to colleges and gives them a realistic idea of which schools are "reaches," which are "matches," and which are "safety" schools.

Despite this technology and reassurance from guidance counselors and parents, students remain anxious about getting into college. "There is so much [randomness] that goes into every decision," says senior Mark Chonofsky. After a long and meticulous process, Chonofsky decided to attend University of Cambridge in Cambridgeshire, England.

At the beginning of his college process, Chonofsky made the conscious decision not to have a first choice. He applied to Yale early, as well as to Princeton and Cambridge. Although he was accepted at Yale, Chonofsky made the decision to go the Cambridge because it was better suited to his interests.

Of course, there are more things to do after high school than just college. One can get a job, or, like Lexington High School graduate John Boreiko, defer a year from college. After getting into Brown University last year, Boreiko decided to take one year off of school before starting college. Boreiko has enjoyed his year off from school, and recommends taking a gap year to "people who really have the initiative to 'do.'"

In just a year, he has taken a road trip across the United States, lived in Ecuador for three months (where he taught English in math at a refuge for street kids,) met with a friend in Finland, and spent three weeks in Spain and Portugal. After coming home from these adventures, Boreiko began training for the marathon as well as working full time in software engineering at a company called MITRE in Bedford.

"Remember," says Boreiko, "you don't lose any part of your college experience [from taking a gap year]," and he jokes, "you just get another year free from paying taxes and getting to do whatever you want."

Marissa Pavio, also a senior, agrees with Chonofsky and many other LHS seniors that applying to college is extremely stressful. "Worst experience ever," says Pavio. "So many people get rejected from places that they weren't supposed to [be rejected from.]" When asked about why she thought the college process in general was so stressful, Pavio answered, "you work so hard in high school and you hope that your work will pay off. And you don't want to be unhappy for the next four years." Pavio got into her second school of choice: Simmons College. She will go there in the fall to study nursing, and she is excited to go. "Nursing in Boston is the best," she says, "and Boston seems fun."

"It's about the match and where you'll be happy. It's not about where you can get in, but where you will fit in."

-Alison Bennett, LHS guidance counselor

Chonofsky agreed with Pavio: "[Going to college] is a major life transition," he said, "and people desperately want to get it right."

Ms. Bennett understands the pressure, but wishes that students would remain calmer about the whole process. "It's about the match," she says, "and where you'll be happy. It's not about where you can get in, but where you will fit in."

LHS's humble, hard-working custodial staff makes much of what happens each day possible

By Mark Chonofsky
Editor in Chief

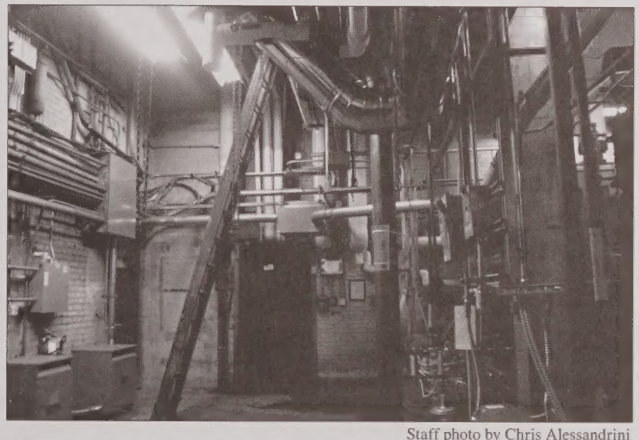
Leo Kolpakjian has worked at Lexington High School for 28 years. "The job is basically the same," he says. "The cleaning is basically the same, except that now they've given us some machines, but not [many], and they keep breaking."

Kolpakjian is one of 44 custodians in the Lexington school system. He works the morning shift, performing a variety of tasks to keep the school clean.

"[We do] the cleaning, the classrooms, the corridors," says Paul Hartery, who has been working in Lexington's schools for 35 years. "We go outside and pick up trash; we get involved with cutting the grass– changing lightbulbs, stripping and waxing floors, putting supplies away. You name it, we do it."

Custodians work two shifts: the morning shift, from 6 to 2:30, and an afternoon shift, from 2:30 to 11. One person arrives at 4:30 a.m. to unlock the buildings. Their goal is to protect the LHS from the wear of 2000 students.

"The challenge with the school facilities is that they're such in demand," says Patrick Goddard, the town facilities director. "There's over 6,000 students in the Lexington School System over nine buildings."



Staff photo by Chris Alessandrini

LHS's custodians let The Musket *take an inside look at the high school's main building basement.*

That translates into a formidable maintenance task. "We have maybe six custodians in there during the daytime, with 2,000 students," Goddard says. "So it's a quite its a lot of responsibility and activity is happening in that building. So it's a lot of work, and there's quite a lot of duties to keep up with that.

"We treat the campus like we treat our rooms, sometimes," said LHS senior Jeff Lau. "We think we can throw some things in a corner and clean it up later."

Kolpakjian adds, "I wish the kids would learn to put the papers in the barrels and stuff, but it's not too much their fault, because the administrators won't give us all the barrels we need."

"Kids are kids," said Hartery. "Most of them are very polite, you'll always get a wise guy or two, but that's everywhere you go."

Ralph Paoletta, the head custodian, says that the school environment makes for unique work. "You've got to go up on the roof and get Frisbees," he notes.

Hartery notes, "I also go around with a tractor in the good weather. As you know, there's barrels all over the cam-

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Efforts for Haitian relief widespread in LHS community

By Julie Belkova
Features Editor

When the news of the Haitian earthquake hit, the Lexington High School student and faculty body responded with impressive effort to raise awareness and support for those affected. The destruction that occurred on Tuesday, January 12th caused an estimated 230,000 deaths and left over 100,000,000 homeless. Without wasting any time, the many clubs and organizations that make up our school's extracurriculars activities began brainstorming ways they could help.

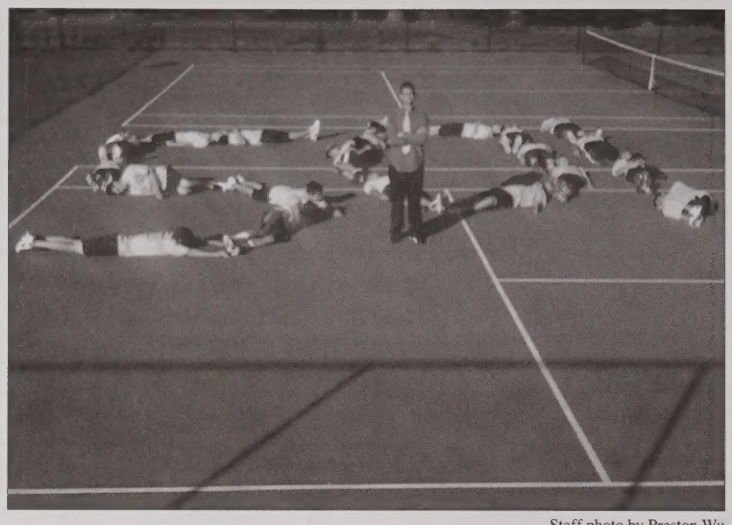
Community service club ICAN initiated LHS aid to Haiti when their group leaders ordered 300 bracelets with the engraved words "Hope for Haiti." The bracelets have since become quite popular, with students sporting them all over school. Once the bracelets are completely sold out, the total profits and donations will be sent directly to Red Cross Haiti Relief Efforts.

The club SMAD (Students Making A Difference) contributed by selling the bracelets at their benefit dinner for Haiti, where club members raised awareness of the earthquake and collected donations.

Proceeds from ticket sales for the school's spring production of *The Tempest* have also been put towards funding

HAITI cont. on PAGE 6

That makes it *how many* wins?



Staff photo by Preston Wu

Coach Chris Pugliese (standing) earned his 50th victory as coach of the LHS boys tennis team, as the team defeated Reading 4-1 on May 10. This is Pugliese's third year coaching the tennis team.

Experiences outside the classroom may be what you remember most

By John Bernstein
Sports Editor

Column

Most of this year's LHS seniors can vouch for the success of this school's mission statement. Amid the most competitive year in college-application history, members of the LHS Class of 2010 are continuing a proud school tradition in flocking to hundreds of the nation's most prestigious and elite institutions. And with more hours spent at a desk writing papers, fiddling with a calculator, and memorizing fact after fact than most of their compatriots at other high schools do monthly, these students deserve their top-tier destinations.

Indeed, given the kind of students this school churns out year after year, it is difficult to question LHS' dedication to its students' futures, and this writer sees no error in the mission statement's aims – save one.

The final sentence of the statement concludes, "Together we strive to model behavior that will help make our campus a microcosm of the world we hope to create" — an idea that can be summarized as the building of a community that people the world over would want to be a part of.

Yet who among us can say he or she truly wants to be a part of such a world: one in which the library is among the most popular hangouts; one in which you're more likely to bump into a kid in the hallway because his nose is buried in a textbook, cramming for a test, than you are to bump into one who is distracted by a conversation with a friend?

As an LHS senior who made it to see the finish, to this glorious twilight when high school winds down for the final time and sights set on the college years to come, I can honestly say I wonder how our campus is like the world outside. Not because I haven't enjoyed my years at LHS — they were some of the best of my life thus far — but because the world I would want to be a part of lives when the school day ends, and off campus.

I am a year-round distance runner. I run cross-country in the fall, indoor track in the winter, and outdoor track in the spring, running forty to fifty miles a week through torrential rain, 90-degree days, and even your occasional nor-easter. I've done so since freshman year, and never questioned the decision.

In many ways, distance running requires the same kind of personality an LHS course load demands. Both insist on a daily and consistent effort, an ability to learn from and cope with great challenges, and an unyielding desire to achieve. And, yes, each has time and again been compared with massive amounts of pain and dread.

What separates those two hours spent after school on the track or on the roads of Lexington from the seven in the classroom and countless more at the desk at home lies, ironically enough, in the community. The cross-country and track teams, like most teams at LHS, are a fun-loving and supportive group of individuals who share a passion for something and dedication to reaching common goals — attaining the Middlesex League title. Team dinners and other teambuilding events bring athletes together and provide refuge from the long nights of studying this school demands. In many ways, teammates keep each other sane.

Distance running is not the only sports team lending an amount of breathing room to an otherwise hectic lifestyle. Any team can be a basis for release, provided its members display a dedication to their sport and, more importantly, to each other. The same is true for any number of clubs and activities that meet after school, as long as the group is committed to similar ideals.

Advice from this senior to underclassmen and generations of incoming freshmen to come: school's important. Grades are important, but so is discovering interests outside the classroom, away from the test tubes and math tests and world maps. Get involved in something–anything. Find people who enjoy something you enjoy, and just run with it. Because I'm not sure this campus can ever be a "microcosm" of a perfect earth if its inhabitants are too busy to get involved in something other than a textbook.

CORNER cont. from **PAGE 1**

the smoking corner. "I think when they want it to be on campus it's on campus, and when they want it to be off campus it's off campus. They need to make a decision."

Dean Caliri described campus as "defined by driveways," meaning that underclassmen cannot even cross the driveway to get to the corner. However, the corner is technically still on campus for upperclassmen, who need to move past the line on the sidewalk to avoid breaking the school's nonsmoking policy.

"I don't really care," says a smoker about having to move farther down the sidewalk to smoke. She believes she is lucky, as "most schools don't have something like this. I mean, I don't know anyone who goes to school who can just walk a few feet and light up a butt." Others, however, "get pissed having to walk [down the sidewalk]."

As of now, the Senate has moved to create an ad hoc committee devoted to the smoking corner. Soon Senate will meet with Dean Caliri to discuss more possible changes to the smoking corner.

HAITI cont. from **PAGE 5**

Haitian relief. The play is even set in Haiti, in the wake of the terrible storm and earthquake. In discussing the play, Mr. Bogart admits that he was "deeply bothered" by a newspaper article he read on the controversial behavior of cruise ships docking around Haiti and the Dominican Republic during the quake. He felt the need to present "the unjust juxtaposition of extreme wealth to poverty and devastation" in the play. After three nights of successful performances, the cast and crew are thrilled to donate the proceeds to the relief efforts in Haiti.

The students and faculty have been extremely supportive and willing to work hard in order to help out those in need during such a tragedy. Senior Kaitlyn Nezuh says, "I think it's really great that everyone can come together and contribute to a really important cause, because believe it or not every little bit counts." She also goes on to say how privileged we all are to live in a town like Lexington. The fact that "so many people often lose sight of the fact that other areas in the world need help."

Another student, senior Mike Chang agrees, "Despite all the obligations LHS students have on a daily basis between sports and academics, our willingness to make time to bring relief to Haiti victims is something worth respecting and being proud of." The amount of attention and aid our school is giving to Haiti is something that will continue to bring the students and faculty closer and allow us to feel how truly blessed we are.

CUSTODIANS cont. from **PAGE 5**

pus, and kids like to go outside and eat when they can, so those barrels fill up, and they have to be dumped."

"They help me do what I'm here to do—teach," said Shane Wilson, a history teacher. "The care and attention they pay to their task is impressive."

Custodial and maintenance work entails far more than what students see on a daily basis. Lexington employees must also maintain the physical infrastructure that keeps water running and the building warm. Located in the basement under the main building, and in the center of the science building, the equipment even powers a separate, quieter ventilation system for the rooms equipped for the hearing impaired.

"These are actually small," says Paoletta, in reference to the boilers. "The old ones, which we used to have, went right up to the ceiling. And these ones are gas. The other ones are oil. They used to get clogged up, with soot, and you used to have to beat them out, once per year."

The new boilers, according to Goddard, resulted from the 2008 flood. The $600,000 insurance settlement enabled the school to purchase more efficient, smaller boilers.

Despite all of their work, the custodians remain grounded about keeping the school running. "It matters to me," says Hartery, "because I'm here doing it all the time. It gets frustrating, but you've got to hang in there."

The Musket would like to wish
this year's graduating editors and
writers all the best in
their future endeavors.
Thanks for all your hard work.
-The Musket Staff '09-'10